Disciplinary Measures on Perceived Academic Success among Senior High School Students in the Mfantsiman Municipality

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Abstract:

This study examined the influence of disciplinary measures on perceived academic success among senior high school students in the Mfantsiman Municipality, with self-regulated learning serving as a mediating variable. Through a quantitative research approach, the study employed descriptive statistics, correlation analysis, regression models and mediation analysis to assess data collected from 322 respondents using a structured questionnaire across four senior high school. The data was analysed using SPSS. The findings revealed that while disciplinary measures particularly supportive practices positively influenced academic success, their influence was partially mediated by self-regulated learning, which emerged as a stronger predictor of academic success. The study concludes that fostering supportive disciplinary strategies, promoting all forms of academic engagement and equipping students with self-regulation skills are essential for enhancing academic outcomes. The study therefore recommended integrating restorative disciplinary practices and strengthening student-teacher relationships.

Keywords: Disciplinary Measures, Self-Regulated Learning and Academic Success

I. Introduction:

Perceived Academic Success among senior high school students is influenced by multiple factors, including disciplinary measures, academic engagement, and self-regulated learning. Ineffective discipline practices have been linked to reduced student motivation and poorer academic outcomes, whereas supportive disciplinary strategies can foster positive learning environments (Luiselli et al., 2005). In the Ghanaian context, challenges such as inconsistent application of school rules, low engagement levels, and inadequate self-regulation strategies remain pressing concerns that directly influence educational quality (Ampofo & Osei-Owusu, 2021). Previous studies have examined these constructs independently; for instance, research has demonstrated that effective discipline enhances classroom order, which is essential for learning (Gage et al., 2018). The study extends existing knowledge by integrating these variables into a single model, focusing on their individual and combined effects. Practically, the findings can

inform school policy on discipline and engagement strategies. Theoretically, the study contributes to understanding how behavioural, motivational, and cognitive factors interact to influence academic success in senior high schools.

II. Literature Review:

The Concept of Discipline

Discipline in education refers to a structured framework of behavioural expectations, values, and routines aimed at fostering a productive and respectful learning environment. It encompasses both internalised self-control and externally imposed norms that guide student behaviour in alignment with institutional goals. According to Charles's (2011) discipline involves teaching students to behave responsibly, respectfully, and ethically, not merely controlling their actions. This definition highlights the formative and developmental role of discipline in schooling.

Alternatively, Poole et al., (2016) conceptualise discipline as the systematic organisation of rules and procedures designed to promote order and facilitate learning. Their view focuses on the operational aspect of discipline in classroom management. A third definition by Foncha, et al., (2017), views discipline as a collaborative relationship between students and teachers, where behavioural expectations are mutually reinforced to sustain engagement and academic achievement. While each definition offers a unique angle, this study adopts Charles's (2011) understanding of discipline as a developmental construct because it aligns with the study's focus on fostering self-regulation and student-centred learning. Unlike control-based definitions, it supports the idea that discipline can cultivate autonomy, motivation, and long-term academic success.

The concept of discipline is central to this research as it shapes the behavioural environment within which academic learning occurs. Without discipline, the learning process may be compromised by disruptions, disengagement, and lack of focus. This study explores how discipline, through structured norms and expectations, affects student engagement and academic outcomes. It also examines how these disciplinary structures interact with students' self-regulated learning behaviours, which are essential for sustained academic performance.

In the context of senior high schools in the Mfantsiman Municipality, discipline plays a dual role: maintaining school order and supporting students' capacity to take responsibility for their learning. The study investigates not only how discipline is maintained but also how it is perceived by students, and how it influences their motivation and engagement. This makes the concept of discipline vital for understanding the dynamics among behavioural control, academic involvement, and learning autonomy.

Components of Discipline

The concept of discipline in educational research typically encompasses three dimensions: preventive discipline, corrective discipline, and self-discipline. Each dimension contributes uniquely to student development and learning environments.

Preventive discipline refers to proactive strategies used to minimise the occurrence of behavioural issues. These include the establishment of clear classroom expectations, routines, and mutual respect between teachers and students. Simonsen et al. (2008) argue that preventive discipline is the most effective in fostering a positive classroom climate because it emphasises teaching appropriate behaviours rather than merely punishing misconduct.

Corrective discipline involves interventions following behavioural infractions. These can range from verbal warnings and reflections to more formal consequences. However, effective corrective discipline focuses not on punishment but on guiding students toward better behavioural choices. Bear and Duquette (2008) suggest that corrective measures should be instructional rather than punitive to maintain student dignity and engagement.

Self-discipline is the internalisation of behavioural expectations such that students regulate their actions without external enforcement. Duckworth and Seligman (2005) emphasise self-discipline as

a stronger predictor of academic performance than intelligence, noting that students who consistently manage their time, resist distractions, and persist through challenges are more likely to excel academically. This dimension ties discipline to broader cognitive and emotional skills, aligning with the self-regulated learning framework. Collectively, these components underscore discipline as not just a mechanism for maintaining order, but a developmental process that supports motivation, autonomy, and achievement.

Disciplinary Measures

Disciplinary measures are defined as interventions that affect students' academic paths through their motivational and emotional effects. The application of these measures, whether supportive or punishing, significantly influences students' views of autonomy, competence, and relatedness, which are fundamental to Thorndike's theory. Furthermore, these measurements affect students' self-regulation abilities as described in Zimmerman's Theory of Self-Regulated Learning (1986), consequently influencing their academic engagement as well as success.

The disciplinary measures have been reviewed to have three parts. First are the punitive measures, also referred to as retributive discipline. This focuses on penalizing students for misconduct. Common examples include suspensions, expulsions, detention, and fines. Experts debate the effectiveness of these methods, which aim to deter future misbehaviour. Studies show that punitive measures often lead to disengagement, reduced academic performance, and increased dropout rates (Shirley & Cornell, 2021).

For instance, suspensions can create a cycle of academic failure as students miss instructional time and face stigma upon returning to school.

The second type of disciplinary measure is the restorative disciplinary approach, which emphasizes repairing harm and restoring relationships rather than solely punishing offenders. Practices such as mediation, counselling, and restorative circles encourage students to take accountability for their actions and rebuild trust within the school community. Research indicates that restorative measures promote a sense of belonging and relatedness, thereby developing motivation and engagement (Armour, 2019).

The last type is supportive measures, which include mentoring programs, positive reinforcement, and behavioural contracts that focus on addressing the underlying causes of misconduct. These approaches aim to provide students with the tools and guidance they need to regulate their behaviour and succeed academically. Simonsen et al. (2018) have linked Positive Behaviour Interventions and Supports (PBIS) to improved student behaviour and academic outcomes.

III. Methodology:

The study population includes all students in public senior high schools within the Mfantsiman Municipality. A total of 322 respondents were sampled for the study using stratified random sampling technique to guarantee representativeness across the four educational institutions. A questionnaire was used to collect the data from the respondents. The data were then entered and processed using Statistical Package for Social Sciences (SPSS). Through a quantitative research approach, the study employed descriptive statistics, correlation analysis, regression models and mediation analysis to assess data.

IV. Results and Findings:

Level of disciplinary measures among senior high school students in the Mfantsiman Municipality

Table 1: Distribution of Responses on Disciplinary Measures

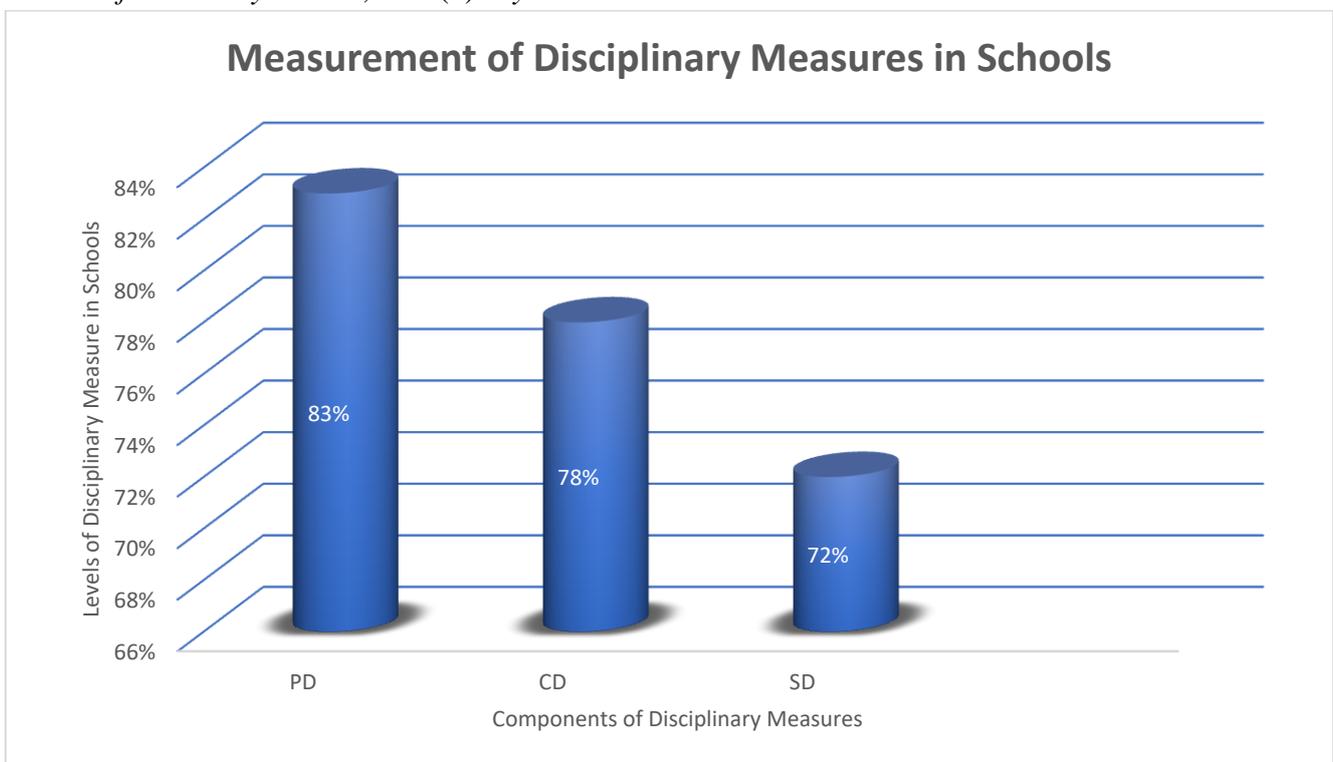| Statement	N	Mean	Transformed Score (10–50)	Mean Conversion (%)
My school applies disciplinary actions consistently across all studies	321	4.3	43.3	86
Disciplinary actions in my school motivate students to follow rules	319	4.3	42.6	86
Suspensions or detentions are effective in correcting student behaviour	320	4.0	40.4	80
My school's disciplinary policies create a safe learning environment	320	4.0	40.2	80
Teachers explain the reasons behind disciplinary actions to students	319	4.0	39.5	80
Disciplinary measures in my school are fair and unbiased	319	3.9	38.5	78
I feel supported by my school's disciplinary actions in creating a safe learning environment	316	3.8	38.3	76
Punishment in my school encourages students to improve their behaviour	319	3.7	37.1	74
Restorative practices are used to resolve conflicts in my school	314	3.5	35.0	70
My school prioritizes counselling or mediation over punishment	315	3.2	32.0	64
Valid N (listwise)	321			

Source: Field Survey (2024)

It is instructive to indicate, that the ten items in the table 1 above were sorted into three main components to ensure the results align with the rubrics developed to determine the levels of disciplinary measures. The "Preventive Discipline" sub-composite, which comprises three items (1) *My school applies disciplinary actions consistently across all studies*; (2) *Disciplinary actions in my school motivate students to follow rules* and (3) *My school's disciplinary policies create a safe learning environment* the converted score is "84%". This indicates a level of Highly Effective disciplinary measures which suggests that students perceive preventive strategies as proactive and conducive to a positive learning environment. In the "Corrective Discipline" sub-composite, which includes three items (1) *Suspensions or detentions are effective in correcting student behaviour*; (2) *Teachers explain the reasons behind disciplinary actions to*

students; and (3) *Punishment in my school encourages students to improve their behaviour* the converted score is "78%". This also reflects a level of Moderately Effective disciplinary measures. It thus indicates that while students acknowledge the utility of corrective actions, there is scope for improvement to better address behavioural concerns. Finally, the Supportive Discipline sub-composite, consisting of four items (1) *Disciplinary measures in my school are fair and unbiased*; (2) *I feel supported by my school's disciplinary actions in creating a safe learning environment*; (3) *Restorative practices are used to resolve conflicts in my school*; and (4) *My school prioritizes counselling or mediation over punishment* achieves a converted score of "72%". This score signifies a level of Moderately Effective disciplinary measures, suggesting that while students recognize some support within the disciplinary framework, enhancements are needed, particularly in restorative practices and counselling approaches. Overall, the total score for all three sub-composites is "78%", indicating a Moderately Effective level of disciplinary measures across all schools. The scores for the various levels are presented in the following figure.

Measurement of Disciplinary Measures in Schools

Again, Table 1 analysed the disciplinary measures among senior high school students in the Mfantsiman Municipality indicate a generally high level of agreement regarding the effectiveness and consistency of disciplinary actions in schools. Most of the items recorded transformed scores above 37, placing them in the *high* category, which suggests that students strongly perceive disciplinary actions as well implemented. Notably, statements such as "My school applies disciplinary actions consistently across all studies" (43.3) and "Disciplinary actions in my school motivate students to follow rules" (42.6) demonstrate that students recognize discipline as an integral part of maintaining order and ensuring compliance with school regulations.

Furthermore, students agreed strongly that disciplinary policies contribute to a safe and orderly school environment. Items such as "My school's disciplinary policies create a safe learning environment" (40.2) and "Suspensions or detentions are effective in correcting student behaviour" (40.4) fall within the high agreement range. This suggests that disciplinary mechanisms are not only viewed as deterrents but are also perceived as effective tools for modifying behaviour. The relatively high ratings also

indicate that disciplinary actions are understood by students, likely due to teachers' explanations reflected in the high score for the statement on teachers explaining reasons behind disciplinary actions (39.5).

Students also expressed positive perceptions about fairness and support within the disciplinary system. Items addressing fairness and the sense of support from disciplinary actions such as "Disciplinary measures in my school are fair and unbiased" (38.5) and "I feel supported by my school's disciplinary actions in creating a safe learning environment" (38.3) also fall within the high agreement category. This pattern suggests that students generally trust the disciplinary system and view it as just, transparent, and aimed at promoting their welfare. These findings collectively highlight that schools in the municipality have managed to establish disciplinary mechanisms that are accepted and supported by the student body.

However, not all dimensions of disciplinary action scored highly. Items related to restorative and counselling-based approaches were rated moderately, with "Restorative practices are used to resolve conflicts in my school" (35.0) and "My school prioritizes counselling or mediation over punishment" (32.0) falling within the moderate agreement range. This indicates that while students acknowledge the presence of such alternative approaches, they are not as strongly emphasized compared to punitive measures like suspensions and detentions. The moderate scores suggest that schools may still rely more heavily on traditional punitive methods, with restorative and counselling interventions playing a secondary role. Strengthening these more supportive approaches could further enhance fairness, reduce conflict, and improve student–teacher relationships.

Table 2: *Distribution of Responses on perceived Academic Success*

Perceived Academic Success	N	Mean	Score	Mean Conversion (%)
My academic success motivates me to work harder	322	4.7	46.8	94
I believe I am capable of improving my academic success	321	4.6	46.0	92
I am confident in my ability to achieve my academic progress	322	4.5	44.9	90
I feel confident about my ability to meet academic expectations	320	4.6	42.8	92
I use feedback from my teachers to improve my success	322	4.1	40.5	82
I feel prepared to handle academic challenges	320	4.1	40.9	82
I feel that my grades reflect the effort I put into schoolwork	321	3.9	39.3	78
I consistently perform well in my assessments	320	3.7	37.3	74
My teachers recognize my academic efforts and progress	321	3.7	36.8	74
I am satisfied with my grades in school	321	2.8	27.9	56

Source: Field Survey (2025)

The table 2 illustrate varied levels of academic success through the score from the rubric. The Academic Success component achieved an impressive composite score of "91%" which according to the interpretation is remarked as "Outstanding Success" level. This is highlighted by students' strong self-perceptions of their academic success, as evidenced by responses such as *I consistently perform well in my assessments*, with "74%"; *My academic success motivates me to work harder* at "94%"; *I feel that my grades reflect the effort I put into schoolwork* had "78%" and *I am satisfied with my grades in school* had "56%". These level of perception of academic success indicates that students consistently exceed expectations and master critical skills. For the "Persistence and Retention" component, a composite score of "81%" also signifies a level of outstanding Success. Students demonstrate effective success with their learning at this level, as seen in scores of the following items: *I use feedback from my teachers to improve my success* and *I feel prepared to handle academic challenges* with "82%"; *I believe I am capable of improving my academic success* at "92%".
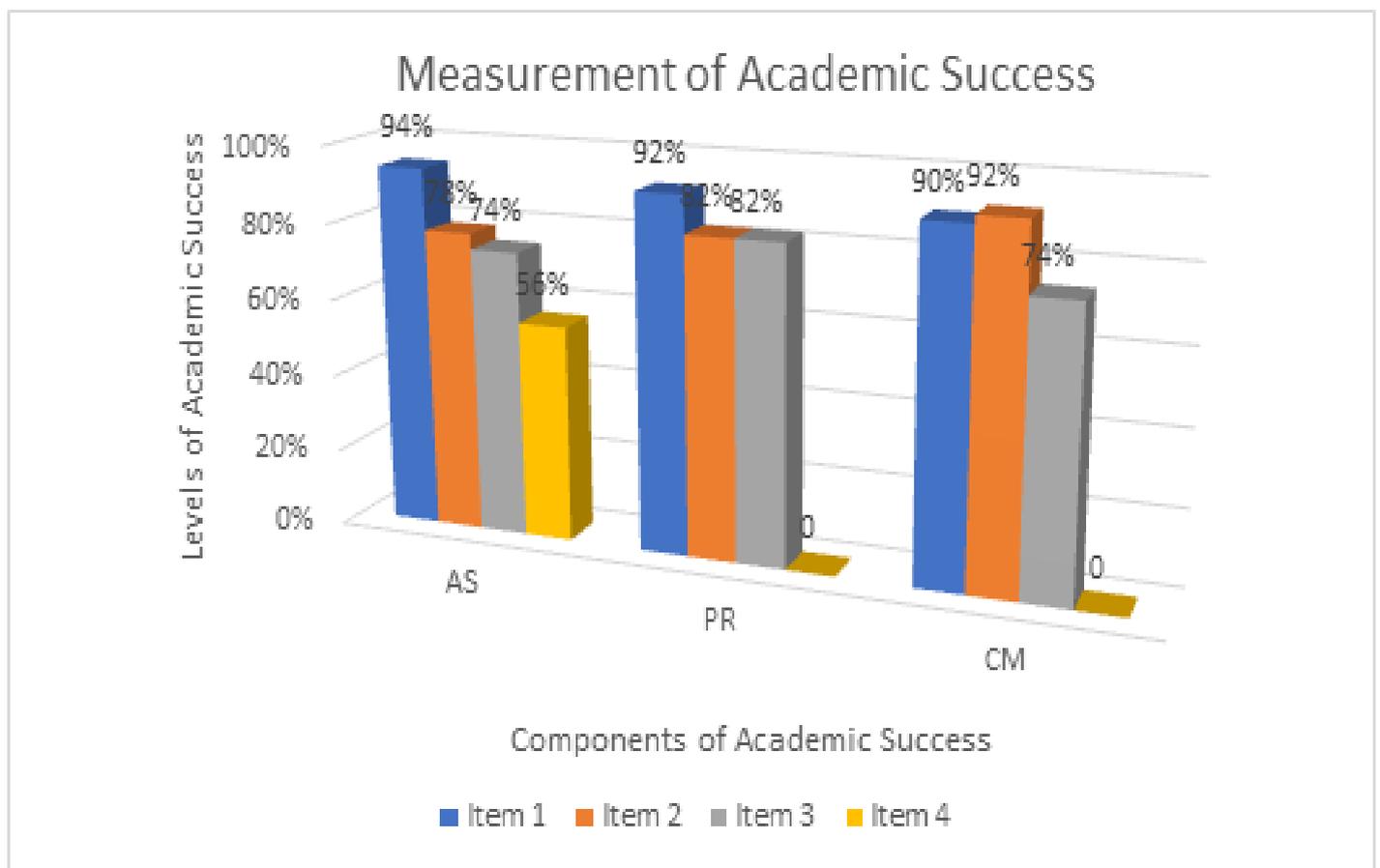
Conversely, the Cognitive Milestones component recorded a composite score of "68%" which is a fall from the previous level of outstanding success to a level of satisfactory success. This level reflects that while students achieve some degree of success, they encounter challenges in self-assessing and recognising their academic success, particularly related to, *My teachers recognize my academic efforts and progress*, which recorded to "74%"; *I feel confident about my ability to meet academic expectations scored "92%" and I am confident in my ability to achieve my academic progress* with "90%". Such insights suggest the need for targeted interventions to enhance students' self-recognition and appreciation of their progress. Overall, the cumulative score for the three components results in a strong indication of Outstanding Success, specifically at "80%". This outstanding level suggests that, while students are highly motivated and typically exceed expectations, opportunities for growth remain,

particularly in areas related to self-reflection and the recognition of academic success.

To the best of knowledge of the researcher, there has not been an exhaustive and a standardised tool to measure academic success, even though, academic success as noted by Gibson and Rankin (2015) is one fluid construct in the educational field. However, upon review of several literature on this construct, it is intriguing to see many divergent views on the conception of the term. The researcher adapted the model proposed by Gibson and Rankin (2015). This model guided the researcher to formulate the components and rubrics for measuring the levels academic success in this work as posited by Gibson and Rankin (2015). While the measuring rubric table from Gibson and Rankin (2015) provide extensive coverage to the various components that need to be looked at when measuring the level of academic success, they do not provide clear interpretations to the various score and what the mean. Based on the use of percentiles and the salient component, the researcher has adapted part to determine the levels of academic success for the school within the research area.

Also table 2 study examined the academic success of senior high school students in the Mfantsiman Municipality. The findings on perceived academic success among senior high school students in the Mfantsiman Municipality indicate a generally high level of academic success as self-reported by the students. Out of the ten items measured, nine fall within the *high success* category, demonstrating that most students believe in their academic potential, effort and progress. The highest-scoring item "My academic success motivates me to work harder" (46.8) suggests that students view their academic accomplishments as reinforcing, creating a positive feedback loop that encourages sustained effort. Similarly, students showed strong belief in their ability to improve academically (46.0), highlighting a high level of academic self-efficacy across the sample.

Students also reported strong confidence in their ability to achieve academic progress and meet expectations, with scores of 44.9 and 42.8 respectively. These high levels indicate that students feel adequately equipped to handle academic demands and perceive themselves as capable learners. The items on preparedness for academic challenges (40.9) and effective use of teacher feedback (40.5) reinforce this pattern, suggesting that students not only recognize their academic strengths but also actively engage in strategies that support continuous improvement. These findings reflect a student population that values growth and puts effort into achieving academic success.

However, while students generally felt that their efforts were reflected in their grades (39.3) and that they performed well in assessments (37.3), these items scored lower compared to motivational and confidence-related items. This may indicate that although students feel confident and motivated, they are slightly less assured about the tangible outcomes of their efforts, such as grades and assessment results. The score on "My teachers recognize my academic efforts and progress" (36.8) lying at the borderline between moderate and high suggests that recognition from teachers may not be as consistently perceived as students' internal confidence. These findings suggest a slight gap between students' internal beliefs about their ability and the external validation or outcomes they receive.

Notably, the only item that fell into the *moderate* success category was "I am satisfied with my grades in school" (27.9). This indicates that although students believe in their capability, motivation and academic effort, they are less satisfied with their actual grades. This discrepancy between perceived effort and perceived outcomes may reflect high academic expectations, perceived difficulty of the curriculum or challenges in translating effort into top-level academic performance. Overall, while students demonstrate strong academic self-efficacy and motivation, the moderate satisfaction level suggests an area where additional academic support, feedback systems or motivational interventions could be beneficial.

Table 3: *Pearson Product Moment Correlation between Disciplinary Measures and Academic Success*

		Academic Success
Disciplinary Measures	Pearson Correlation	.338[**]
	Sig. (2-tailed)	0.000
	N	322

**Correlation is significant at the 0.05 level (2-tailed) Source: Field Survey (2025)

The correlation analysis in table 3 revealed a moderate positive relationship (r=0.338) between disciplinary measures and academic success. This indicates that as disciplinary measures increase, academic success also tends to improve. However, the strength of this relationship is not particularly high, suggesting that while discipline may play a role in academic success and other factors are also at play.

Table 4: *Model Summary Results of the influence of Disciplinary Measures on Academic Success*

Model Summary	Values
R	0.338
R²	0.114
Adjusted R²	0.111
Std. Error of Estimate	0.45898
F-Statistic	41.126
Sig. (p-value)	0.000

p < .001 Source: Field Survey (2025)

A simple linear regression was conducted to examine the effect of disciplinary measures on academic success. The Model Summary table 4 indicates that disciplinary measures account for 11.4% of the variance in academic success (R^2 = 0.114). The adjusted R^2 = 0.111 suggests minimal shrinkage, meaning the model generalizes well to other samples. The standard error of the estimate (0.45898) represents the average distance of observed values from the regression line. The ANOVA confirms that the regression model is statistically significant (F= 41.126, p < 0.001), indicating that disciplinary measures significantly predict academic success. The model summary shows that disciplinary measures significantly and positively predict academic success, explaining 11.4% of its variance.

Table 5: *Coefficients Results of the influence of Disciplinary Measures on Academic Success*

Coefficients	B (Unstandardized)	Std. Error	Beta (Standardized)	t	p-value	95% CI (Lower, Upper)	VIF
Constant	3.012	0.161	—	18.652	0.000	(2.694, 3.329)	—
Disciplinary Measures	0.264	0.041	0.338	6.413	0.000	(0.183, 0.345)	1.000

Source: Field Survey (2025)

The Coefficients table 5 further shows that disciplinary measures have a significant positive influence on academic success (B = 0.264, t = 6.413, p < 0.001). This suggests that for every one-unit increase in disciplinary measures, academic success increases by 0.264 units. The 95% confidence interval (0.183, 0.345) does not include zero, reinforcing the reliability of the estimate. The standardized coefficient (β = 0.338) indicates a moderate effect size. Additionally, collinearity diagnostics show a Variance Inflation Factor (VIF = 1.000), confirming no multicollinearity issues.

V. Discussion

Influence of disciplinary measures on the academic success of senior high school students in the mfantsiman municipality?

Disciplinary Measures

The results of the study on disciplinary measures among senior high school students in the Mfantsiman Municipality reveal an overall positive perception of disciplinary policies and actions. Students generally agree that these measures, particularly punitive actions like suspensions and detentions, contribute to maintaining order in the school environment. These results associate with the literature that suggests punitive measures, despite their controversial nature, are still commonly used in many educational settings. While research indicates that such measures may deter misbehaviour, they can also lead to disengagement, academic under-success, and increased dropout rates (Shirley & Cornell, 2021). However, the high mean ratings for statements on consistency, fairness, and motivation suggest that students perceive these measures as effective in encouraging discipline, which aligns with Amponsah and Onuoha (2021) on the importance of perceived autonomy and competence in shaping student engagement and behaviour.

While punitive measures are evident in the findings, there is also recognition of the importance of restorative practices in addressing student behaviour. The relatively lower ratings for restorative practices and counselling indicate that, although some schools use these methods, they are not as emphasized as punitive measures. This observation aligns with research that suggests restorative practices such as mediation, counselling, and restorative circles are valuable for enhancing a sense of belonging and enhancing students' motivation and engagement (Armour, 2019). Restorative measures are seen as a means of repairing harm and restoring relationships, which can create a more supportive and connected school environment. However, the low prioritization of such practices in the current study highlights a gap in their implementation, suggesting that schools may still rely more heavily on traditional punitive measures rather than exploring alternatives to address student misconduct.

Furthermore, the findings that students perceive their school's disciplinary policies as contributing to a safe learning environment and that teachers explain the rationale behind disciplinary actions reflect the potential benefits of supportive disciplinary measures. Supportive interventions, such as mentoring and positive reinforcement, aim to address the root causes of student misbehaviour and encourage self-regulation. The higher mean ratings for statements on teacher communication and the creation of a safe environment suggest that students value these aspects of discipline, which may enhance their academic engagement and success. Research has shown that such measures, including Positive Behaviour Interventions and Supports (PBIS), relate to enhanced behaviour and academic outcomes (Simonsen et al., 2018). Therefore, while punitive measures are dominant, the integration of restorative and supportive approaches could provide a more balanced and holistic approach to discipline in schools.

Disciplinary Measures and Academic Success

The study indicates a moderate significant relationship between disciplinary measures and academic success, suggesting that as disciplinary measures are enforced, academic success tends to

improve. This finding supports previous literature highlighting the influence of disciplinary approaches on students' academic outcomes. For instance, research by Shirley and Cornell (2021) found that schools implementing restorative practices saw a significant improvement in students' GPA and a reduction in classroom disruptions. These results emphasize the positive influence that well-structured and supportive disciplinary systems can have on fostering academic growth. In the context of this study, it is evident that while the relationship is moderate, disciplinary measures do play a role in enhancing students' academic success, likely by maintaining order and creating a conducive learning environment.

Further, the statistical significance of the Pearson correlation confirms the reliability of the observed relationship, ruling out the possibility that it is due to chance. However, the moderate strength of the correlation indicates that other factors besides discipline also contribute to academic success. The model summary and regression results suggest that disciplinary measures explain about 11.4% of the variance in academic success. While this is a notable contribution, it points to the fact that academic success is influenced by multiple variables, as supported by the broader literature. For example, Skiba et al. (2020) found that exclusionary measures like suspensions, which are considered punitive, were linked to a decline in academic success. This highlights the complexity of disciplinary approaches and their varying effects on students' engagement and success.

In addition, the positive influence of disciplinary measures on academic success observed in this study is consistent with the findings from the literature that restorative and supportive measures can improve academic outcomes. While this study focuses primarily on the overall effect of disciplinary measures, it is important to consider the type of disciplinary approach used. Restorative practices, for instance, have been shown to foster accountability and improve students' academic success (Shirley & Cornell, 2021). In contrast, punitive measures, such as suspensions, may

disengage students and adversely affect their academic success (Skiba et al., 2020). The findings of this study suggest that schools should not only focus on enforcing discipline but also consider incorporating restorative and supportive approaches to create an environment that nurtures both academic success and personal growth.

VI. Conclusion:

In conclusion, the findings of this study emphasize the importance of disciplinary measures among senior high school students in the Mfantsiman Municipality. The traditional punitive measures like suspensions and detentions may contribute to maintaining order, the positive effects of restorative practices such as counselling should be further emphasized to promote a more holistic approach to discipline. Integrating supportive measures, such as mentoring and positive reinforcement, could foster a more conducive learning environment, ultimately improving students' academic success.

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